 **UNIVERSIY OF MAINE AT**

**FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Cory McCullough **Lesson #:** 2 **Facet:** Application and Interpretation  
**Grade Level:**9-11 **Numbers of Days:** 3-4  
**Topic:** World War II to the Cold War  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**the Untied States helped turn the tied of World War II.  
**Student will know**Hitler, Mussolini, Churchill, Zedong, Ho Chi Minh, FDR, Patton, World War II, World War II battles (Midway, D-day, Stalingrad, invasion of Poland, Battle of the Bulge...), Pairs Peace Conference...  
**Student will be able to do**decide and make sense of the impact the United States had on World War II.  
**Product:**Wiki Debate and Slide Show Presentation  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1, Knowledge, Concepts, Theme, Patterns.  
**Grade Level:** 9-Diploma "World War II and Postwar United States, 1939-1961"  
Students understand major eras, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
**Performance** **Indicators:** a, b, c, d  
  
**Rationale:**Students will understand the major era that was the World War II, and understand that the events that we are learning about  
  
  
**Assessments**  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
At the end of the classes, the teacher will use the method [Cubing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) to check and see if students were fallowing the content presented in the lesson. If they don't fully understand it, then the teacher will fill in the blanks as they go through the cubing exorcize.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will use a check list to check each other's slide show presentations and make sure they fit the whole criteria. The teacher will also give their students feedback on their wiki debate posts and their slide show presentations.  
  
**Summative (Assessment of Learning):**  
First, students will partake in a debate on Wiki Spaces where they will debate whether or no the United States had a major impact on the battles and events of World War II. Students are free to pick either side, but they must support their argument with factual data they learned in class or properly cited data they found through their own research. This debate will serve as a starting point for students so they begin to think about topics and ideas for their slide show. 50 Points  
Then students will create their own slide show and present it to the class. This slideshow will be a persuasive slideshow where they will try and persuade their classmates that the United States did or didn't have a major impact on World War II. Students will be able to choose one of these two positions, but if there are too many students wanting to argue one of the two sides, then the teacher will have to move some students from one side to another. From there students will have to create their own slideshow presentation, but also collaborate with the other students who have picked the same side to argue to make sure they do not talk about the same exact topics. If students get stuck on ideas for their presentation, then they can look back at other's posts in the Wiki Spaces debate for ideas. 70 Points  
  
**Integration**  
**Technology (SAMR):**  
Students will debate on Wiki Spaces about their thoughts on how much the United States really impacted World War II. This project is on the modification level becuase students can comment on posts posted by students in other classes. It's also on the modification level because students can look back at everyone else's posts for ideas when they are completing their slideshow presentation.  
Students will create a persuasive slide show about the impact the United States had on World War II and present it to the class. This is on the modification level because students are able to project images and videos that they normally would not be able while they present their information.  
  
**Content Areas:**  
Geography: Students will learn about the landscape of World War II Europe and the general geography of important World War II sites (Example: the beaches of Normandy).  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use the [Fact Opinion Chart](http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf) to record notes about the USA's involvement in World War II and then write down their opinion on whether or not this was a major impact or not. After students complete this graphic organizer, they will partake in a [Pair Discussion](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) so students can compare and contrast their opinions and make sure they covered all of the major events and facts they had to.  
  
**Section II – Groups and Roles for Product**  
For the Wiki Spaces debate, students will for the most part be working individually, only working with other students when commenting on other posts.  
For the Slide Show presentation, students will create their own presentation individually, but must collaborate with students who are arguing the same side as them to make sure they are presenting different topics.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** The teacher will lecture about the major events of World War II and then allow the students to think about the level in which the United States impacted it.  
**Logic:** Students will analyze each major event during World War II and decide how big of an impact the USA had on it.  
**Visual:** We will look at maps of battles and battle strategies from World War II, such as the beaches of Normandy.  
**Musical:** N/A  
**Kinesthestic:** N/A  
**Intrapersonal:** Students will work on their own to build their opinion on the level of impact the United States had on World War II and make their slideshow a bout it on their own.  
**Interpersonal:** Students will be debating with their classmates on a wiki comment section about the impact the United Sates had on World War II.  
**Naturalist:** During the lesson, the class will talk about some of the terrain and weather of important events during World War II (example: the extremely cold winter that stopped the Nazi advance into Russia).  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
There will be circumstances that arise that will force a student to miss this class. It happens to every student every now and then. Students will be fully responsible for making up all of the work they missed in their absence. Students can either check with their study partner for what they missed or talk directly with eh teacher. Due dates for certain assignments can be changed only of it the new due date is communicated to and agreed upon by both the teacher and student.  
  
**Extensions**  
  
**Technology (SAMR), Gifted Students:**  
Gifted students can publish their argument in the Wiki Spaces debate so that the world can see it and comment it. This allows it to reach the redefinition level, because other people anywhere in the world can comment and debate with them about their belief that the USA did or didn't have a large impact on World War II.   
  
**Materials, Resources and Technology**

* Projector
* Computers
* Handouts
* Rubrics / Checklists

**Source for Lesson Plan and Research**

* Describes the Pearl Harbor attacks in depth and includes a nice short video to show in class. <http://www.history.com/topics/world-war-ii/pearl-harbor>
* Describes America's involvement in World War II very well. <http://www.u-s-history.com/pages/h1661.html>
* A general timeline of World War II. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007306>
* Another timeline of World War II, but includes columns to explain if an event was in the European or Pacific theater.<http://www.nationalgeographic.com/pearlharbor/history/wwii_timeline.html>
* Describes World War II in the European Theater. <http://www.history.com/topics/world-war-ii/world-war-ii-history>
* Describes major events of World War II (origins, begining battles, the USA entering the war, D-Day, Battle of Stalingrad, Battle of the Bulge...)<http://www.historynet.com/world-war-ii>
* Describes the major battles of the pacific theater. <http://www.pbs.org/wgbh/americanexperience/features/general-article/pacific-major-battles/>
* Has a brief overview of the Northern African theater. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007301>
* Brief article describing the main causes of World War II. <http://www.scholastic.com/teachers/article/world-war-ii-overview>
* A user guide to using google presentation. <https://docs.google.com/document/d/1Rxw4DRvWizdHh21CIOrE8sCdV92bQ2GetHFMAp0grC4/edit>
* A guide to using Wikispaces. <https://www.wikispaces.com/content/wiki-tour>

**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
The classroom will be arranged into either tables of four students or desks that are grouped into clusters of 4. There would probably be about 4 or 5 groups of desks depending on how many students were in the class. This would be the optimal class set up for the group work that we have to complete during class.  
  
**Agenda (include days and times)**  
  
Day 1

* The teacher will start the class with the hook video about Pearl Harbor, and then open up discussion to the class about what they already know about Pearl Harbor (10 Minutes).
* Change gears and give out a [hand out](http://www.scholastic.com/teachers/article/world-war-ii-overview) describing the causes of World War II, let the students read, and then have the teacher lead a discussion about what they read to make sure they understood the article (25 minutes).
* Introduce the wiki spaces project, give out the rubric and direction sheet, and give the students time for questions (10 minutes).
* Teacher presents a slideshow about the war in the pacific, allowing students to ask questions while they teach. Students will begin to fill out their [Fact Opinion Chart](http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf) (20 minutes).
* do the [Cubing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) exorcize to review the causes of World War II and the Pacific Theater. (15 minutes)
* Homework: begin posting in the wiki debate.

Day 2

* Begin the class by allowing the class to discuss their posts or any interesting posts they saw on the wiki debate (5 minutes).
* Handout a reading about the [African Campaign](https://www.ushmm.org/wlc/en/article.php?ModuleId=10007301), allow students to read it, and then lead a [Cubing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) activity to make sure they understood what they read. Be sure to have students add to their [Fact Opinion Chart](http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf)(30 minutes).
* Present a slideshow about the European conflict during World War II, having students add to their [Fact Opinion Chart](http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf) as the teacher teaches (25 minutes).
* Have students partake in a [Pair Discussion](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) so students can discuss their completed [Fact Opinion Chart](http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf) to make sure all the students have covered all of the major events and have an opinion on them (15 minutes).
* Homework: Post in the wiki debate.

Day 3

* Allow students to discuss what they posted in the wiki debate or any interesting posts they read (15 minutes).
* Introduce the slideshow presentation project and break the students up into the two different sides, that the USA did have a large impact on World War II and that it didn't (15 minutes).
* Allow students the time to do additional research, collaborate with their classmates who were given the same side to argue, and create their slideshow presentation (50 minutes).
* Homework: finish the slideshow and be ready to present next class.

Day 4

* students will present in order of the side they argue.

**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
  
Students will understand that the United States helped turn the tied of World War II. They will learn this by thinking about how the USA impacted the war while the class looks into the origins of the war and the war after the United States joined. It is important for students to understand turing points in history, and World War II is a major turing point in United States and global history. *Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* The teacher will use a short [video](http://www.history.com/topics/world-war-ii/pearl-harbor) from the History Channel website. This video shows images and sounds from the Pearl Harbor attack, videos of America preparing for war, and FDR's famous Pearl Harbor address.  
**Where, Why , What, Hook Tailors:** Visual, Auditory, Naturalist  
  
Students will understand how the United States turned the tied of World War II, and major events of World II, such as [the Pearl Harbor attack](http://www.history.com/topics/world-war-ii/pearl-harbor), [the North African Campaigns](https://www.ushmm.org/wlc/en/article.php?ModuleId=10007301), [the Pacific Theater](http://www.pbs.org/wgbh/americanexperience/features/general-article/pacific-major-battles/), and [the European Theater](http://www.history.com/topics/world-war-ii/world-war-ii-history). (See content notes for more details). This information will be given to them through a combination of lectures, readings, and discussions. While they partake in these activities, they will fill out their [Fact Opinion Chart](http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf) so they can gather and organize their thoughts on the information on America's involvement in World War II. After the students finish filling out their [Fact Opinion Chart](http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf), then they will participate in a [Pair Discussion](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf). Here students will compare and contrast their ideas on their fact and opinion chart and make sure they covered all of the major events of World War II. The teacher will use [Cubing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) to make sure students understand the reading materials and major events during World War II. This will be done after certain presentations and readings are finished.  
**Equip, Explore, Rethink, Tailors:** Interpersonal, Intrapersonal, Visual, Logic, Verbal  
  
At the end of this lesson, students will be able to decide and make sense of the United States' impact on World War II. The understanding of this will be assessed through two different ways. The first way will be through an online debate on Wikispaces. Students will post comments on their opinion of how the United States impacted World War II as they learn about the three different theaters of the war. For students who don't fully understand how to use wikspaces, the teacher will explain how to make comments when they introduce the project and then give them a [tutorial video](https://www.wikispaces.com/content/wiki-tour) so they can refer back to it on their own if they have any questions at home. The second way will be through a slideshow presentation. This slideshow will be a persuasive slideshow where they will try and persuade their classmates that the United States did or didn't have a major impact on World War II. Students will be able to choose one of these two positions, but if there are too many students wanting to argue one of the two sides, then the teacher will have to move some students from one side to another. For students who want to use google presentation, I will provide them with a [tutorial article](https://docs.google.com/document/d/1Rxw4DRvWizdHh21CIOrE8sCdV92bQ2GetHFMAp0grC4/edit). Students will exhibit what they learned about World War II in the presentation and debate, as well as their opinions and analysis of it. Students will work in collaborative teams with their presentation. they will form two groups, one arguing that the United States did have a major impact and one arguing that it didn't have a major one. From here each student will take a specific topic and make their own presentation on it. Students should not have the same topic if they are arguing the same side. Students will asses their classmates' work through a check list showing the criteria of the assignment. Students will have half a class period to work together on their summative assessment. In that time they can ask the teacher or other students any questions they have, or even run ideas past the teacher as well.  
**Experience, Revise, Refine, Tailors:** Interpersonal, Intrapersonal, Visual, Logic,  
  
The teacher will provide a grade based on each assignments' rubrics. Along with this rubric and grade, students will receive written feedback about their projects as a whole. The wiki debate will be worth 50 points while the slideshow presentation will be worth 70 points. These two assessments provide the knowledge to the teacher that students understand the material about how the United States impacted World War II and the events of World War II in general.  
**Evaluate, Tailors:** Logic, Interpersonal, Intrapersonal.  
  
**Teacher Content Notes**  
Students will know Hitler, Mussolini, Churchill, Zedong, Ho Chi Minh, FDR, Putton, World War II, World War II battles (Midway, D-day, Stalingrad, invasion of Poland, Battle of the Bulge...), Pairs Peace Conference...  
  
[Causes of World War II](http://www.scholastic.com/teachers/article/world-war-ii-overview)

* Germany was irritated by being stripped of 6 territories and the reprimands they had to pay for losing World War I. These reprimands were made so ridiculously high that Germany could never realistically pay them all off.
  + Allies did this to make Germany so weak they couldn't fight again.
  + Caused major inflation and unemployment
  + German currency was almost worthless.
* The global depression of the 30's led many people to search for stronger leadership in their countries, making countries look towards dictators.
  + Mussolini in Italy.
  + Hitler in Germany.
  + Military leaders took control of Japan.
* When Japan invaded China, Italy invaded Ethiopia, and Germany began to arm their forces, the League of Nations did nothing.
  + All the major members of the League of Nations were too preoccupied with problems in their own boarders to worry about global issue.
* Germany invaded Austria and Czechoslovakia with zero Allied resistance, setting the stage for World War II.

[Pacific Theater](http://www.pbs.org/wgbh/americanexperience/features/general-article/pacific-major-battles/)

* [Pearl Harbor Attacks](http://www.history.com/topics/world-war-ii/pearl-harbor)
  + The attacks started at 8 am on December 7th, 1941. At the end of the attacks, 20 american vessels were in the bottom of Pearl Harbor, 2,000 americans died, and 1,000 more were wounded.
  + A day later, America declared war on Japan, with Germany and Italy declaring war on America 3 days later.
    - Fun Fact: there was only one vote in Congress against declaring war on Japan, by the senator Jeannette Rankin of Montana. She was a pacifist, so she didn't want to see anyone at war.
* On June 15th, the Americans attacked Saipan
  + Americans knew that if they captured Saipan, they would have an airfield close enough to bomb mainland Japan directly.
  + Japan faced heavy loses, losing over 300 planes, 3 aircraft carries, and almost 30,000 troops on land.
  + What shocked the Americans was the massive amounts of suicides by the Japanese civilians, the majority of them wanting to die than go through the dishonor of being captured.
* Philippines Campaign began in January of 1945.
  + The largest battle of the Pacific campaign. it was defended by almost 287,000 Japanese soldiers.
  + Malin was seen as one of the most destroyed cities of World War II since the Japanese navy bombarded it as they retreated.
  + Many Japanese fled to the highlands where they would stay and fight till the final days of the war.
  + The Japanese lost almost 400,000 soldiers in the campaign.
* Americans captured Iwo Jima to secure a landing field for their B-29 flyers on February 19th, 1945.
* President Truman authorized the dropping of two atomic bombs on Hiroshima and Nagasaki with the justification that it would save more american lives than Japanese lives it took.

[African Campaign](https://www.ushmm.org/wlc/en/article.php?ModuleId=10007301)

* Spanned from 1940 to 1943, and went through phases, the Western Desert Campaign, Operation Torch, and the Tunisia Campaign.
* In the North African campaign, the Axis Powers lost about 620,000 soldiers as compared to the 220,000 lost by the British and 18,200 lost by the Americans.
* These unsuccessful campaigns by the Axis Powers helped the Allies open yet another front for the war effort, relieving pressure on the British Isles and Soviet Russia.
* It extended the British supply lines to their colonies in North Africa and the Middle East.
* Every territory attacked (Egypt, Tunisia, Libya, Algeria, and Morocco) were colonies of either Britain or France.
* It was much more important than most people believe it was in winning the war.

[European Theater](http://www.history.com/topics/world-war-ii/world-war-ii-history)

* At the begining of the war, Germany dominated the Allied powers.
  + They broke ranks of the Allied Powers using their "Blitzkrieg" strategy (lightning war).
  + Within three months, the Germans took control of France, Belgium, Denmark, the Netherlands, and Norway.
  + They then began to have continuous bombing runs over the British Isles.
* Then Germany declared war on the Soviet Union on June 22nd, 1941, seeing that they had essentially no threat coming from the West.
  + Although Soviet forces largely outnumbered that of the Germans, their obsolete technology and lack of organization and training led to swift Axis victories.
  + By mid-July, the Nazi's were 200 miles away from Moscow.
  + Disagreements between Hitler and his commanders led to their next offensive being delayed until October, 1941.
  + This delay and a counteroffensive by the Soviets allowed the Soviet to stall until the harsh winter.
  + The Germans were stopped in the Battle of Stalingrad, which was the first stop by the Allies and last advance of the Germans in World War II. the Soviets then launched a counter offensive that would bring them eventually to Berlin.
* With victories in North Africa, the rest of the Allies were ready to open a Western front.
  + This resulted in the storming of the Beaches of Normandy on June 6th, 1941, which would go down in history and "D-Day."
  + From here, the Americans and British advanced until they reached Berlin.
  + The Germans attempted to launch a counter offensive which resulted in the Battle of the Bulge, but a humiliating defeat for the Germans sealed an Allied victory.

**Handouts**

* [hand out](http://www.scholastic.com/teachers/article/world-war-ii-overview) describing the causes of World War II
* Reading describing the [African Campaign](https://www.ushmm.org/wlc/en/article.php?ModuleId=10007301)
* [Fact Opinion Chart](http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf)
* Wiki debate direction sheet
* Wiki debate rubric
* Slideshow presentation direction sheet
* Slideshow presentation rubric

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***  
Clipboards will enjoy this lesson becuase they will have guidelines to exactly what they need to include on their wiki debate posts and slide show presentations. They will have the rubric during these assignments as well so they will know exactly what they are being graded on.  
  
***Microscope:***  
Microscopes will enjoy this lesson becuase it goes in depth to all of the 3 theaters of World War II. They will also enjoy looking in depth at the different ways America did or didn't have an impact on World War II on their own.  
  
***Puppy:***  
Puppies will enjoy this lesson because the teacher will develop an environment of respect when it comes to group work. Students will be able to work together when it comes to the cubing exorcize and the pair discussion about their fact opinion charts.  
  
***Beach Ball:***  
Beach balls will enjoy picking the topic they research in their slideshow. Although it is a little restrictive that students can't talk about the same thing if they are arguing the same side, they still have the ability to choose what they want to talk about.  
  
***Rationale:***  
It is important for teachers to understand their students' learning styles and incorporate that knowledge into their lesson planning. Students will be more engaged when their teacher tailors to their learning styles. But, since not everyone has the same learning style, then the teacher has to adapt their lesson plans to tailor to all the possibilities of learning styles instead of just one or two.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
[Cubing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) Will be used twice during this lesson as more of a review game after the lesson. This allows the teacher to see what the students retained and fill in the blanks if no student caught an important piece of information.  
  
***Summative:***  
The slideshows presentation will be the formative assessment. This will sum up all of the facts about World War II that students learned and project the opinion they were given on these facts.  
  
***Rationale:***  
Both of these kind of assessments are important for a teacher to fully understand if their students are retaining the knowledge they are giving them. I chose [Cubing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) because it gave the teacher something to assess their student's learning throughout the lesson as well as at the end too. The slideshow presentations are good summative assessments becuase they can showcase exactly what students learned throughout the lesson and their opinion on the facts.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Students will know Hitler, Mussolini, Churchill, Zedong, Ho Chi Minh, FDR, Putton, World War II, World War II battles (Midway, D-day, Stalingrad, invasion of Poland, Battle of the Bulge...), Pairs Peace Conference... (See content notes for more information).  
  
***MLR or CCSS or NGSS***  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1, Knowledge, Concepts, Theme, Patterns.  
**Grade Level:** 9-Diploma "World War II and Postwar United States, 1939-1961"  
Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
**Performance** **Indicators:** a, b, c, d  
  
***Facet:***Application and Interpretation   
  
***Rationale:***  
Students will learn about the patterns and themes of World War II and it's lasting impact through this lesson. They will also understand that World War II ended a major era and started another.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** The teacher will lecture about the major events of World War II and then allow the students to think about the level in which the United States impacted it.  
**Logic:** Students will analyze each major event during World War II and decide how big of an impact the USA had on it.  
**Visual:** We will look at maps of battles and battle strategies from World War II, such as the beaches of Normandy.  
**Musical:** N/A  
**Kinesthestic:** N/A  
**Intrapersonal:** Students will work on their own to build their opinion on the level of impact the United States had on World War II and make their slideshow a bout it on their own.  
**Interpersonal:** Students will be debating with their classmates on a wiki comment section about the impact the United Sates had on World War II.  
**Naturalist:** During the lesson, the class will talk about some of the terrain and weather of important events during World War II (example: the extremely cold winter that stopped the Nazi advance into Russia).  
  
***SAMR:***  
Students will reach the modification level with their wiki debate project.  
  
***Rationale:***  
Teachers need to vary their teaching styles to adjust to all intelligences, which is what is exhibited in this section. If you miss one intelligence, some students may miss some information.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** Students will complete part C of these standards in this lesson. Students will use a slideshow to reflect and clarify on their opinion on how much the USA affected World War II.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** Standard C will be covered in this lesson. Some technology, such as videos and online articles, will be used to appeal to different learning styles.